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Grades 1 to 12

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INTRODUCTION

This resource guide is intended for teachers of Ontario Delaware. Its purpose is to organize, extend, and reinforce teachers' knowledge of the language patterns that occur in Delaware, and to clarify and explain the structure and function of the various language elements (words and word parts) that make up these patterns. It is hoped that teachers will find the guide helpful in developing lessons and in evaluating teaching materials for their usefulness in fostering accuracy in the use of language and an understanding of the language patterns that characterize Delaware. The resource guide is not suitable for use as a textbook by students of Delaware; it does not present the various language structures in a learning sequence, and the technical terms used to describe the language are not always appropriate for classroom use.

It should be noted that this resource guide does not represent an exhaustive study of the language patterns in Delaware. A complete language-pattern guide would go into far more detail and have many more examples than are given here. Only the main word and sentence patterns are included. Delaware is a rich and complex language, and the task of describing how the words and word parts fit together is only in the early stages. Teachers will no doubt recognize and use many of the language patterns discussed here, but they will themselves need to continue to explore language patterns as they develop their lessons and plan their teaching.

This resource guide presents classes of words and examines the units or parts of which words are composed, the ways in which words change their forms when used in sentences, and the ways in which words combine with other words to form language structures that convey meaning. It also explores the patterns in which these language structures occur in phrases and sentences.

It should be pointed out that the examples given in this resource guide do not represent the only correct way of speaking; teachers should teach the words, word patterns, and sentence patterns that they and other model speakers in their community use.

The roman writing system (orthography) used in this resource guide is the standardized system used in teacher-training courses in Ontario. It is not the only orthography that can be used for Delaware. For further information, see Appendix B on page 80.

1

Parts of Speech

The parts of speech (classes of words) are nouns, pronouns, verbs, and particles, which include quantifiers, adverbs, and conjunctions. These parts of speech can be divided into several subclasses.

1.1 Nouns

Nouns name things, beings, and abstractions.

wiikwahm	house
mwaakaneew	dog
mataawsuwaakan	sin

Nouns are inflected; that is, they take on affixes – prefixes and/or suffixes – that give grammatical information about them. For example, affixes can indicate whether a noun is animate or inanimate (gender), whether it is plural (number), and how it is related to other parts of a phrase or sentence (e.g., obviative or locative form).

1.2 Pronouns

1.3 *Nominal Pronouns*

Nominal pronouns refer to nouns or stand in place of nouns.

aween	someone, who

Nominal pronouns can be inflected.

1.4 *Personal Pronouns*

Personal pronouns stand in place of persons or nouns and indicate the various roles taken in speech. The three grammatical persons represented by personal pronouns – the first person (*I*), the second person (*you*), and the third person (*he/she/it*) – indicate the relationship in which the person referred to stands with respect to the speaker. The first person is the person speaking, the second person is the person spoken to, and the third person is the person spoken of.

nii	I, the one speaking

1.5 *Demonstrative Pronouns*

Demonstrative pronouns can be used with nouns or can stand in place of nouns and are used to point out or designate specific persons or things.

wa	this (thing) (animate)

Demonstrative pronouns change form to agree with the nouns to which they refer.

1.6 Verbs

Verbs refer to states of being (condition, quantity, etc.) or to actions.

xwukihkwun	it is big
pakandamun	he hits it with his fist

Verbs, like nouns, are inflected, taking on affixes that convey grammatical information. For example, the affixes on a verb can indicate number, tense (the time of the action), and the relationship of the verb to other parts of a phrase or sentence.

1.7 Particles

Particles are uninflected words and can be divided into several subclasses.

1.8 *Quantifiers*

Quantifiers describe number or quantity.

aalund	some, a few
neewa	four

1.9 *Adverbs*

Adverbs specify such things as time, place, manner, or degree.

kway	now
kwachumung	outside
njihnal	more

1.10 *Conjunctions*

Conjunctions are connective words used to join together sentences, clauses, phrases, or words.

waak	and

1.11 *Other Particles*

The first particle given below is used with questions that are typically answered with *yes* or *no* and in emphatic declarative statements. The second particle adds a certain emphasis to the word or phrase that precedes it.

ha

ang

2

Inside Words: Inflection and Derivation

2.1 Word Parts

Many words in Delaware are complex in construction, consisting of several parts, each of which has a meaning or function. In nouns and verbs, the core part of a word – the part that carries the basic meaning of the word – is called a *word stem*. To this stem may be added inflectional *affixes*, known as *inflections*, which give additional grammatical information about the word. (Such grammatical information can include, where applicable, gender, person, number, and the relationship in which the inflected word stands to other words or phrases in the sentence.) Affixes that are added to the front of the stem are known as *prefixes*; those that are added after the stem are known as *suffixes*. The suffixes merge together to form an *ending*. The overall pattern of an inflected noun or verb is shown in the following word diagram:

inflectional prefixes	+	WORD STEM	+	inflectional suffixes (word ending)

In the following example, the stem is preceded by a prefix and followed by two suffixes:

wsakxeehoonuwaawal	their earrings
= w + sakxeehoon + uwaaw + al	= he + earring + more than one of them + more than one thing

In this case, the word stem can also occur as an independent word:

sakaxeehoon	earring

(Note that the short **a** after the **k** in the stem is deleted when affixes are added, owing to a pronunciation rule.)

A word stem does not always constitute an independent word. The following example is made up of a prefix, a stem, and two suffixes; but the stem (**neew**) does not constitute a word that can stand alone.

kuneewaaw = ku + neew + aa + w	you see him/her

2.2 Inflection

Many affixes are inflections, or word parts that indicate the grammatical categories of the language. These categories are the organizing ideas of the language. The inflections that express them transmit information (who is involved? how many? when?) and tie words together in phrases, clauses, or sentences. In Delaware, grammatical categories such as gender, number, person, and obviation and the inflectional affixes that represent them are essential aspects of nearly every sentence.

Much of what is indicated in English by the position of words in a sentence is shown in Delaware by inflection – that is, by the change in the form of a word through the addition of affixes.

The following examples are different forms of the same word; they share the same word stem but have different inflections:

alohkeew	he/she works
ndalohke	I work
alohkeel	do some work
eeli-alohkehtiit	...because they work

2.3 Derivation

Word stems may also be made up of parts that have meaning. If one examines a group of words related in meaning, one finds that certain parts appear again and again, retaining the same basic meaning. For example, many words that refer to *crushing* or *pounding* begin with the same part as the word stem *shukwah*, meaning *to crush something with a tool or instrument*. The first part of this stem (**shukw**) means *to crush*, and the second part (**ah** or **h**) is common to many words referring to the use of a tool or instrument. Neither of these two parts is a word by itself, but together they make up a word stem, to which the appropriate inflectional endings are added.

wshukhwamun	he/she crushes it with a tool or instrument

This process of putting together parts to make word stems is called *derivation*.

In Delaware, word stems may be derived from other word stems by the addition of special derivational affixes, usually suffixes. For example, by adding the suffix **-iikee** to the stem **shukwah**, one gets another word, a verb that means *to crush things*, to which the appropriate inflectional endings are added.

shkwahiikeew	he/she crushes/pounds things

Derived stems can change word class. A noun stem can be made out of the verb stem above, for example, by the addition of various derivational suffixes.

shkwahiikan	pounding block

Such a noun stem with a verb stem within it can be the basis for further verbs, as illustrated below:

wshukwahiikanii-, as in the word wshukhwiikanuw	he/she has a pounding block

Understanding and using word stems in the correct inflected forms are essential skills that learners of Delaware must master.

3

NOUNS

3.1 The Form of a Noun

Every noun contains a *noun stem* – a core part that carries the basic meaning of the word. To this stem can be added prefixes and/or suffixes, known as *inflections*, which give additional grammatical information about the noun – for example, its gender, number, and relationship to other words or phrases in the sentence. The overall pattern of an inflected noun is shown in the following word diagram:

inflectional prefixes	+	NOUN STEM	+	inflectional suffixes (noun ending)

Words that share a common stem but have different inflections are considered different forms of the same noun. To illustrate the principle, a few of the many forms that the noun *gun* can take are given below.

payaxkhiikan	gun
payaxkhiikanal	guns
kpayaxkhiikanung	in/on your gun
kpayaxkhiikanuna	our gun/guns

In this resource guide, the singular form of a noun is considered to be its stem.

3.2 Inflection

3.3 *Basic Categories*

The basic grammatical categories indicated by inflections are gender, number, obviation, and the locative form. One or more of these can be indicated by a single basic suffix added to the noun stem. The form of a word that is in agreement with the noun in the sentence also indicates some of these categories.

3.4 Gender

Nouns have gender. In Delaware, all nouns belong to one of two classes of gender – *animate* or *inanimate*. Nouns referring to people, animals, trees, and spirits belong to the animate class of nouns. Some non-living things are also included in the animate class, although most nouns referring to non-living things are classified as inanimate.

From the learner's point of view, the gender of a noun is often unpredictable and puzzling. For example, while it is easy enough to understand why such words as *dog* and *tree* are animate, it is difficult to understand why *star*, *mitt*, and *ice* are animate and *house*, *earth*, and *water* are inanimate.

A noun and any demonstrative that accompanies it must agree in gender. Thus a demonstrative used with an animate noun must be in the animate gender; a demonstrative used with an inanimate noun must be in the inanimate gender. This means that the gender of a noun is shown by the form of the words that are in agreement with it. Once students are familiar with the forms of demonstratives, they will be able to determine the gender of unfamiliar nouns by looking at the demonstratives that modify them.

Animate Noun		*Inanimate Noun*	
na lunuw	that man	nu mahksun	that shoe

Verbs also take on different inflections to show agreement with nouns. In the examples below, the form of *I see* varies in accordance with the gender (animate or inanimate) of the noun involved.

Neewa oxkweesus.	I see a girl.
Neem amoxool.	I see a boat.

3.5 Number

Nouns have number; that is, they can be either singular or plural. The plural is formed by the addition of a suffix to the stem.

The plural form of a noun shows not only number but also gender; different suffixes are used to indicate the plural of animate and inanimate nouns. In Delaware, the animate plural suffix is **-ak** and the inanimate plural suffix is **-al**.

Animate Singular		*Animate Plural*	
oxkweew	woman	oxkweewak	women
Inanimate Singular		*Inanimate Plural*	
tumahiikan	axe	tumahiikanal	axes

The form of a demonstrative and a verb will also indicate the number of the noun to which they refer. In the following sentences, all the words are tied together by number agreement as well as gender agreement.

Animate Singular	
Wan pambiil wulusuw.	This book is nice.
Animate Plural	
Yook pambiilak awulsuwak.	These books are nice.

3.6 Obviation

Delaware distinguishes between two third persons in a sentence or a narrative by means of a mechanism called *obviation*. In the sentence *John saw George*, for example, there are two third persons – *John* and *George*. When a sentence contains two third persons in this kind of grammatical relationship, one of them is seen as the main one and is called *proximate* (as if it were somehow closer to the interest of the speaker) and the other one is seen as secondary and is called *obviative*. The obviative noun takes on an obviative inflectional suffix that distinguishes it from the unmarked proximate third person. In the sentence below, the obviative ending on the noun is underlined.

Njan wuneewaawal Njaachal.	John saw George.

Since the grammatical relationship between the two nouns is indicated by their inflections and by the inflection on the verb, the word order can be varied without changing the essential meaning of the sentence.

When two third persons perform the same grammatical function – for example, when they are jointly the subject or object of a verb – they are both proximate or obviative, depending on their relationship to the other animate third person in the sentence. In the example below, the two third persons are both subjects of the verb and proximate.

Njan waak Njaach pumusuwak aaneeng.	John and George walked down the street.

Demonstratives and some types of verbs also indicate obviation; when they relate to a noun or pronoun that is obviative, they take on the obviative inflection.

Proximate Form		*Obviative Form*	
na moos	that moose	niil moosal	that moose

In the first example below, *older brother* is obviative because of its relationship to another animate noun or third person in the sentence – *Mary*. The verb has an obviative suffix to match the obviative suffix of *older brother*, the noun to which it refers. In the second example, *older brother* has the function of the principal noun – that is, it is not secondary to another third person but is possessed by a first person – and is therefore not in the obviative form.

Meeliis xwanzal kawiiw.	Mary's older brother is sleeping.
Nxanz kawiiw.	My older brother is sleeping.

In Delaware, an obviative noun does not show number; the singular and the plural forms are the same.

miisal	his/her older sister
miisal	his/her older sisters

3.7 Locative Form

The locative form of a noun is used to express ideas of location. The locative form is indicated by a suffix.

Noun Stem		*Locative Form*	
wiikwahm	the house	wiikwahmung	to/at/in the house

As is the case with some other basic suffixes, the actual form of the locative suffix varies from noun stem to noun stem. Each stem requires a particular connective sound between the stem and the last part of the suffix (**-ng**).

Noun Stem		*Locative Form*	
siipuw	river	siipoong	to/at/in the river
aanay	road	aaneeng	to/at/in the road

3.8 *Inflection for Person*

3.9 Possessed Nouns

Nouns can also be inflected with one or more affixes to indicate a grammatical relationship of possession. The inflected noun, which can be a person or thing, is referred to as *the possessed noun*; the person or being reflected in the possessed noun's inflectional affixes is referred to as *the possessor*. The possessor is shown by a personal prefix or a personal prefix and personal suffix added to the possessed noun. In the examples

below, the possessed noun has been formed by adding a personal prefix to the noun stem in each case:

niipiit	my tooth
kunaxk	your hand/arm
wtumhiikan	his axe

The prefix, which always appears on a possessed noun, identifies the *person* of the possessor (see section 1.4 for an explanation of *person* as a grammatical category). In addition to the personal prefix, a possessed noun may have a basic suffix showing its gender, number, and, if applicable, obviative or locative form. A *personal suffix* may appear between the stem and the basic suffix to show that the possessor is plural. The plural, obviative, or locative suffixes that belong to the possessed noun appear after the personal suffix. In the example below, the noun stem has a personal prefix, a personal (plural) suffix, and a locative suffix added to it:

kunaxkuwaawung = ku + naxk + uwaaw + ung	on your (plural) hands

The pattern of a possessed noun is given in the following diagram. Only the personal prefix will appear on every possessed noun.

personal prefix	+	NOUN STEM	+	possessive suffix	+	personal suffix	+	basic suffix

3.10 Dependent Nouns

In Delaware, a group of nouns, which include the names of body parts and relatives, always appear in possessed form with a personal prefix. These nouns are known as *dependent nouns* because their stems cannot appear alone but only with a personal prefix or some other element.

kunaxk	your hand
miisal	his/her older sisters

3.11 *Other Inflections*

3.12 Diminutive Nouns

A diminutive suffix can be added to a noun stem to indicate that the thing referred to is of small size relative to other items of its kind.

amoxool	boat
amoxoolush	little boat

As is the case with some other basic suffixes, the actual form of the diminutive suffix varies from noun stem to noun stem. Each stem requires a particular connective between the stem and the last part of the suffix (**-sh**).

lunuw	man
lunoosh	little man
mohkamuy	ice
mohkamiish	little bit of ice

A diminutive suffix may be followed by other inflectional suffixes.

3.13 Absentative Nouns

An absentative suffix can be added to a noun stem to indicate past state or absence. For example, an absentative suffix added to a dependent-noun stem or a personal name indicates that the person is deceased.

numoxoomsaya	my late grandfather

3.14 Vocative Nouns

In formal speech, a vocative suffix may be added to the noun stem designating the person or group addressed.

ngwiissak	my sons	ngwiistook	O, my sons
nguk	my mother	ngukaa	mother (in address)

Vocative forms are rare in Delaware.

3.15 *Summary of Noun Inflections*

The typical order of the inflectional affixes on an inflected noun is indicated in the following word diagram. For a non-dependent noun, only the noun stem need appear; for a dependent noun, at least a personal prefix must occur with the stem.

personal prefix	+	NOUN STEM	+	diminutive suffix	+	possessive suffix	+	personal suffix	
+ basic suffix	*or*	vocative suffix	*or*	absentative suffix					

4

PRONOUNS

4.1 Nominal Pronouns

4.2 *Interrogative Pronouns*

Interrogative pronouns are used in questions that aim to ascertain the identity of a person or thing. In Delaware, interrogative pronouns may be animate or inanimate, depending on whether the question refers to a person or thing, and can be inflected for number and obviation.

Animate Singular		*Animate Plural*	
aween	who	aweeniik	who
Inanimate Singular		***Inanimate Plural***	
kweekw	what	kweekwiil	what

4.3 *Indefinite Pronouns*

Indefinite pronouns refer to unspecified persons or things. Interrogative pronouns in Delaware are also used as indefinite pronouns. These pronouns may be inflected with basic suffixes showing number, gender, and obviation.

Animate Singular		*Animate Plural*	
aween	someone	aweeniik	some people
Inanimate Singular		***Inanimate Plural***	
kweekw	something	kweekwiil	some things
Animate Obviative (Singular and Plural)			
aweeniil	someone, some people		

4.4 *The Alternative Pronoun*

Delaware has a pronoun meaning *another one* or *the other one*. This pronoun is known as the *alternative pronoun*.

ktakan	the other one, another one (inanimate or animate)

The alternative pronoun is inflected with basic suffixes showing number, gender, and obviation. Animate and inanimate plurals take different suffixes.

ktakaniik	the others (animate plural)
ktakaniil	the other ones (inanimate plural)
ktakaniil	the other one, another one (animate obviative)

4.5 Personal Pronouns

Personal pronouns refer to the various roles taken in speech. The first person is the speaker, the second person is the one addressed, and the third person is the one spoken of.

First-Person Singular		*Second-Person Singular*		*Third-Person Singular*	
nii	I/me	kii	you	neeka	he/she, it, him/her

There are two first-person plurals: the *exclusive plural*, which excludes the person addressed, and the *inclusive plural*, which includes the person addressed.

First-Person Exclusive Plural		*First-Person Inclusive Plural*	
niiloona	we/us, but not you	kiiloona	we/us, including you

The other plural forms are the second- and third-person plural.

Second-Person Plural		*Third-Person Plural*	
kiiloowa	you	neekaawa	they/them

4.6 Demonstrative Pronouns

Demonstrative pronouns are used to point out or designate specific things or persons. They agree with the nouns to which they relate in gender, number, and obviation (for examples, see sections 3.4–3.6).

The two demonstrative pronouns most often used designate two distinct degrees of distance, corresponding roughly to the distinction between the English *this* and *that*. Further degrees of distance (*this one over here*, *that one over there*, etc.) can be expressed in Delaware by other forms. The chart below is not comprehensive; it shows the main forms used in Delaware.

	Animate		*Inanimate*	
	this/these	that/those	this/these	that/those
singular	wa/wan	na/nan	yoon	nu/nun
plural	yook	niik	yool	niil
obviative	yool	niil		

5

Noun Phrases

A phrase consists of a group of words that are tied together in some way and that function as a unit in the structure of a sentence. A *noun phrase* usually consists of a noun that may or may not be accompanied by other words that modify it; this noun is commonly referred to as the *head noun*. In some contexts, the head noun may be missing and the noun phrase may consist only of one or more of the modifying words. In some cases, the entire noun phrase may be represented by a personal pronoun.

A noun phrase may contain another noun phrase serving as a possessor, or it may contain a subordinate clause functioning as a relative clause. Nouns within noun phrases or noun phrases themselves may be linked by conjunctions.

A noun phrase is not a sentence in itself, but is often used alone in conversation as a fragment or as an answer to a question. Within sentences, noun phrases most often function as the subject or object of a verb. (Some verbs can have two objects.) The different parts of a noun phrase need not appear next to one another in a sentence.

5.1 Grammatical Components of Noun Phrases

5.2 *Noun in Noun Phrase*

A noun used alone can act as a noun phrase.

Nii-uch naatumun <u>amoxool</u>.	I'll get the canoe.

5.3 *Nominal Pronoun in Noun Phrase*

A nominal pronoun can act as a noun phrase.

Nun ha <u>aween</u> wsiin.	That's what someone said.

5.4 *Demonstrative Pronoun With Noun in Noun Phrase*

A demonstrative pronoun may modify a head noun, agreeing with it in number, gender, and obviation. The demonstrative may appear with the head noun or in place of it.

Punaw na mooshkiingwus.	Look at that rabbit.
Peetawiil nu.	Bring me that.

5.5 *Quantifier or Other Particle in Noun Phrase*

A quantifier or some other particle can act as a noun phrase or it can form part of a noun phrase.

Kwata-miilaawal xwiismusal changiish shulpul.	He is going to give his younger brother a little money.

5.6 *Personal Pronoun in Noun Phrase*

A personal pronoun used to provide emphasis can act as a noun phrase or it can form part of a noun phrase in combination with various particles.

Mbee-nii changiish peetawiil.	Bring me a little, too.

5.7 Noun Phrase As Possessor

Any type of noun phrase may appear as the possessor of a noun; the affixes on the possessed noun agree in person, number, and obviation with the noun or pronoun designating the possessor.

Tha yu kxiismus wtaakongweepuy.	Where is your younger brother's hat?

5.8 Relative Clauses

Relative clauses are clauses that modify noun phrases or stand for noun phrases. For a fuller discussion of the topic and further examples, see section 7.55.

Ngata-miichiin eetihteekiil.	I'll eat the ripe ones.

5.9 Conjoined Noun Phrases

Noun phrases may be connected by conjunctions.

Numiilaaw shulpul waak miichuwaakan.	I gave him money and food.

6

VERBLESS SENTENCES

6.1 Equational Sentences

Equational sentences are sentences without verbs in which a noun phrase combines with another noun phrase to make a statement or ask a question concerning the identity of a person or thing. The emphatic particle **ha** is often used in equational sentences.

6.2 *Equational Sentence With Demonstrative Pronoun*

One of the noun phrases in an equational sentence is usually a demonstrative pronoun; the other noun phrase is usually a noun. In the second example below, the noun phrase contains a possessed noun with its possessor.

Yoon ha tumahiikan.	This is an axe.
Niil ha Njan mahksunal.	Those are John's shoes.

6.3 *Negative Equational Sentence*

An equational sentence may contain a negative particle.

Mahta na kii kpambiilum.	That's not your book.

6.4 *Equational Yes/No Question*

In a yes/no question, a demonstrative pronoun and the particle **ha** are followed by a noun phrase.

Na ha meexalapootiis.	Is that a spider?
Nun ha kii kshakiinootayum.	Is that your bag?

6.5 *Equational Content Question*

An interrogative pronoun, the particle **ha**, and a noun phrase can combine to form a question intended to ascertain identity or possession.

Aween ha na oxkweew.	Who is that woman?
Aween ha niil wtashiikanal.	Whose socks are those?

6.6 *Dubitative Equational Sentence*

An interrogative pronoun, the particle **ha**, and a noun phrase can combine to form a verbless sentence expressing doubt or uncertainty about the identity of a person or thing.

Aween eet ha na lunuw.	I wonder who that man is.

6.7 Verbless Locative Questions

A particle, a demonstrative pronoun, and a noun phrase can combine to form a verbless locative question.

Tha yool numahksunal.	Where are my shoes?
Tha wa mwaakaneew.	Where is the dog?

6.8 Verbless Sentences With Adverbs or Other Particles

Some adverbs and other particles, used alone or in combination with other adverbs or particles or with noun phrases, may form sentences without verbs.

6.9 *Adverb or Other Particle*

In conversation, one or several adverbs or other particles standing alone may function as a sentence.

Eeskwa.	Not yet.
Tha lukih.	When?

6.10 *Particles With Noun Phrase in Dubitative Sentence*

The particle **ha**, another particle, and a noun phrase can combine to form a verbless sentence expressing doubt or uncertainty about the location of a person or thing.

Teet ha yook nuwandumak.	I wonder where my mittens are.

7

VERBS

The verb is the main feature of most sentences in Delaware; nothing more is needed to make a sentence. Noun phrases and adverbs and other particles may occur with the verb, but are not essential.

7.1 The Form of a Verb

The fundamental unit of a verb is the verb stem, which carries the verb's basic meaning – the state or action described by the verb (*be*, *see*, *run*, for example). Various inflectional affixes, which relate the verb to the other words in the sentence or add meanings not contained in the stem (time or negation, for example), appear around this basic stem. Some of these inflectional affixes are prefixes; most are suffixes. The overall pattern of an inflected verb is indicated in the following word diagram:

inflectional prefixes	+	VERB STEM	+	inflectional suffixes (verb ending)

In the example that follows, the verb stem *find* is surrounded by affixes that convey pertinent information; they tell the reader or listener that the speaker is doing the finding, that the action is taking place now, and that more than one person is found by the speaker. In grammatical terms, the affixes identify the subject, the tense, and the object of the verb.

Numoxkawaawak.	I find them.

In this particular case, it is possible to identify individual suffixes; **-wak** at the end of the verb indicates that the object is animate plural. The second-last suffix, **aa**, indicates the direction of the action – that is, that it is the speaker who finds *them*, and not the other way around. In many instances, however, the various suffixes overlap and blend together so that it is difficult to identify individual suffixes. For this reason, the suffixes attached to a verb stem are often referred to collectively as the *verb ending*.

The inflectional prefixes include personal prefixes and a tense prefix. In the example on page 29, **nu-** is the personal prefix indicating that the speaker is *I*. These take on different forms and patterns, depending on the other inflections used.

7.2 Subject and Object

The *subject* of a verb (sometimes called the *actor*) is the main person or thing involved in the action or state described by the verb, typically the one that performs the action or the one whose state or condition is described by the verb. In the example on page 29, the subject is the speaker, the first person. The *object* of a verb is an additional person or thing involved in the action or state described by the verb, typically one that is affected by the action of the verb. In the example on page 29, the object of the verb is *them*, the third-person plural. Some verbs can have two objects.

The inflectional affixes attached to the verb identify the subject or object, or both, by giving information about their categories, such as gender, number, person, and obviation. The subject or the object, or both, can also be named in a noun phrase. The identifying inflectional affixes, however, will appear on the verb, whether a noun phrase is used or not. In the examples below, the inflected verbs appear with one or two optional noun phrases, in addition to the required verbal affixes.

Mbee-nii neewaawak niik skahunzuwak.	I, too, saw those boys.
Kway numaachi.	I'm going home now.

7.3 *Double-Object Verbs*

Some verbs, called *double-object* verbs, can have two objects. One of these is the person or thing to which the action is directed (traditionally known as the *indirect object*) and the other is the person or thing to which the action happens (traditionally known as the *direct object*). While either or both of these objects can be present in the sentence in the form of noun phrases, only one object – the indirect object – can be identified in the inflectional affixes. In the following example, the subject is *I*; the object identified in the inflections is *him*; and the other object, not included in the verb inflections, is *book*.

Njan pambiilal numiilaaw.	I gave John a book.

7.4 Verb Classes

There are two basic types of verbs: *transitive verbs*, which typically have objects, and *intransitive verbs*, which typically do not. The verb stems of transitive and intransitive verbs differ, as do the *paradigms* or sets of inflectional affixes that occur with them.

Verbs are further classified by gender: intransitive verbs are identified by the gender of their subjects, while transitive verbs are identified by the gender of their objects. Thus four basic classes of verbs emerge: *animate intransitive verbs*, *inanimate intransitive verbs*, *transitive inanimate verbs*, and *transitive animate verbs*. This classification is reflected both in the verb stems and the paradigms of inflectional affixes used with them. The stems and inflectional paradigms of some verbs belong to different classifications; for example, some verbs that have transitive inanimate stems are or can be inflected as animate intransitive verbs.

7.5 *Animate Intransitive Verbs*

Animate intransitive verbs (abbreviated VAI) typically have animate subjects but no objects. The stem and the inflectional paradigm are of the animate intransitive type.

lungsuw	it melts (*it* refers here to an animate noun – *ice*, for example)
manihleew	he/she dies

7.6 *Inanimate Intransitive Verbs*

Inanimate intransitive verbs (abbreviated VII) have inanimate subjects but no objects.

lungteew	it melts (*it* refers here to an inanimate noun – *butter*, for example)

Some inanimate intransitive verbs, especially those describing weather and geographical features, are impersonal and typically do not occur with nouns as subjects.

wiineew	it is snowing

7.7 *Transitive Inanimate Verbs*

Transitive inanimate verbs (abbreviated VTI) have inanimate objects. Their subjects are usually animate.

kuneemun	you see it

There are four main classes or types of transitive inanimate verbs. Each of the first three classes has its own *class marker* suffix; the fourth class has no class marker suffix. Transitive inanimate stems belong to one of these four classes. The class of the verb is indicated in the ending, underlined in these examples. The first class of transitive inanimate verbs is usually abbreviated VTI1a:

kpund<u>am</u>un	you heard it

The second class of transitive inanimate verbs is abbreviated VTI1b:

kulookun<u>um</u>un	you broke it

The third class of transitive inanimate verbs is abbreviated VTI2:

kpeet<u>oo</u>n	you brought it

The fourth class of transitive inanimate verbs is abbreviated VTI3:

numiichiin	I'm eating it

Some animate intransitive verbs may occur in sentences with objects. These animate intransitive verbs with objects, abbreviated VAI+O, have stems of the animate intransitive class. They use a paradigm of inflections similar to that of transitive inanimate verbs, in which the verb endings identify the object as well as the subject.

numuneen	I drink it

7.8 *Transitive Animate Verbs*

Transitive animate verbs (abbreviated VTA) have animate objects. The subjects are usually animate.

kuneewaaw	you see him/her

Several different subsets of paradigms of inflectional affixes can be used with transitive animate verbs. Each has a *direction marker* (sometimes called a *theme sign*) suffix in the ending to identify the relationship between the entities involved – that is, to indicate which is the subject and which is the object. There are also paradigms of affixes for inanimate subjects and for indefinite subjects. The latter are used to express meanings similar to those conveyed by the use of the passive voice in English.

7.9 *"Intermediate" Verbs*

Some transitive inanimate verb stems do not take objects and are inflected in the animate intransitive paradigm. These stems retain the transitive inanimate class marker, and are labelled VOTI1a, VOTI1b, or

VOTI2 (*O* signifies that the verb does not take an object). Other transitive inanimate stems can be inflected in either the transitive inanimate paradigm or the animate intransitive paradigm, depending on whether or not they take an object.

wuleelundam	he/she is happy
maashunum	he/she makes a face

7.10 Verb Orders

There are three basic verb orders: the *imperative order*, used in giving commands; the *independent order*, used in most statements, yes/no questions, and content questions; and the *conjunct order*, used in subordinate clauses of various types. Each order has its distinct paradigm of inflectional affixes. These affixes vary according to the type of the verb (VAI, VII, etc.) and the way the verb is used in the sentence.

The main uses of each order and the paradigms of inflectional affixes that can be used with different classes of stems within each order are examined in the following sections.

7.11 *The Imperative Order*

Verbs in the imperative order express commands or requests, although not all verbs used in this way are in the imperative order. The inflectional endings of imperative-order verbs contain suffixes registering the subject, which is animate and second person (singular, plural, or inclusive plural), and, in some transitive forms, the object. Since the subject must be animate and second person, inanimate intransitive verbs have no imperative forms. Personal prefixes are not used.

There are two main *modes* of imperative verbs, each used for a particular purpose: the *regular imperative*, which expresses commands and requests, and the *prohibitive imperative* (also called the *negative imperative*), which expresses negative commands or requests.

7.12 Uses of the Imperative Verb

The imperative verb is used to express commands or requests. The imperative verb may be the only verb in the sentence, or it may appear with a subordinate clause with a conjunct verb.

The overall structure of the imperative verb is:

VERB STEM + imperative ending

7.13 Inflection of the Imperative Verb for Subject and Object

Given the variations that exist among local forms of Delaware, paradigms of inflectional endings for various verb types are not given here. Rather, teachers are encouraged to compile their own charts of imperative verb endings, especially for verbs that they use frequently in teaching. The charts should reflect the forms used in local varieties of the language. Detailed instructions and blank charts have been provided for this purpose in Appendix A (see pages 67–71).

In the examples that follow, the imperative endings on the verbs have been underlined. All the examples in sections 7.14–7.16 are in the regular mode.

7.14 **Animate intransitive imperative inflection.** An animate intransitive imperative verb has an animate subject but no object. The person and number of the second-person animate subject are indicated in the imperative ending.

Kwachumung aatookw.	Let's go outside.

7.15 **Transitive inanimate imperative inflection.** A transitive inanimate imperative verb has an animate subject and an inanimate object. The person and number of the second-person animate subject are indicated by an imperative ending. The inanimate object may be singular or plural, but number is not indicated in the ending. The person and number of the second-person animate subject are indicated by an inflectional ending, which may include the appropriate class marker.

Wuliixtool nehlaatamaniil.	Tidy up your things.

7.16 **Transitive animate imperative inflection.** A transitive animate imperative verb has an animate subject and object. Most combinations of subject and object are indicated in the imperative ending, which may contain a direction marker.

Wiichumiil.	Help me.
Kwiilawaatookw tehtahwuniikees.	Let's go look for a policeman.

With a double-object verb, the ending may reflect the indirect object.

Loohumawiil ktamxoolum.	Show me your boat.

Some transitive animate imperative verbs, however, have no endings, as in the example below.

Miil Meeliis pambiilal.	Give the book to Mary.

7.17 Inflection of the Imperative Verb for Mode

7.18 **The regular imperative mode.** The regular mode of the imperative is used to express commands or requests. All the examples in sections 7.14–7.16 are in the regular mode.

7.19 **The prohibitive imperative mode.** The prohibitive (or negative) imperative expresses negative commands or requests. The prohibitive imperative is usually formed by placing a prohibitive particle at the beginning of the sentence and adding a negative suffix to the verb stem, as in the first example below. Some speakers, however, may use a prohibitive particle and a set of special prohibitive suffixes, as in the second example. There are two prohibitive particles in Delaware – **chii** and **chiile** – and either one may be used.

Chii lookiixtoowi nu wulaakanus.	Don't break that dish.
Chii lookiixtoohan nu wulaakanus.	Don't break that dish.

7.20 *The Independent Order*

Whether or not a verb is in the independent order is determined by the way it is used. Usually when a verb is the main verb in a statement or in a yes/no or content question, it is in the independent order. The affixes of the independent order register the subject and, in many cases, an object. The affixes may include a personal prefix and one or several suffixes indicating the subject or object, or subject-object combinations. A tense prefix or suffix is added to indicate future time; there are no affixes to indicate past time. The overall structure of independent verbs is as follows:

personal prefix	+	future prefix	+	VERB STEM	+	independent ending	+	future suffix

Not all of these components are present in every independent verb: a personal prefix is required for only certain subjects or subject-object combinations; a tense affix is required only if the verb is future; and in some forms, either there is no suffix or the suffix is deleted from certain stems, owing to pronunciation rules.

Independent-order verbs occur in one of two modes: the *neutral mode* and the *subordinative mode*. Verbs in the neutral mode have their own characteristic affixes, as do verbs in the subordinative mode.

The endings of independent verbs are often very complicated and contain several different suffixes that blend together so that it becomes

difficult to identify individual suffixes. Independent verb endings may include a subject/object suffix or suffixes and a direction marker. Other suffixes may also be present, representing other grammatical ideas; for example, independent verbs can have negative suffixes.

7.21 Uses of the Independent Verb

7.22 **Independent verb in statement.** The main verb in a statement is usually in the independent order.

Nuwiinamalsi.	I am sick.

7.23 **Independent verb in yes/no question.** The main verb in a yes/no question is usually in the independent order. A yes/no question particle is usually the second word in the sentence. The independent verb is underlined in the example below.

Iiyaach ha alohkeew.	Is he still working?

7.24 **Independent verb in content question.** The main verb in a content question, or a question beginning with a question word such as *who*, *where*, or *what*, is usually in the independent order. The independent verb is underlined in the examples below.

Tha ktahlaaw pambiil.	Where did you put the book?
Tha lukih neeka alumsuw.	When did he leave?

7.25 Inflection of the Independent Verb for Subject and Object

A personal prefix indicating the person of the subject or object is required in some forms; other grammatical information about the subject or object, or both, is indicated in the ending. The most common subject and subject-object patterns are illustrated below.

Given the variations that exist among local forms of Delaware, paradigms of inflectional endings for various verb types are not given here. Rather, teachers are encouraged to compile their own charts of independent verb endings, especially for verbs that they use frequently in teaching. The charts should reflect the forms used in local varieties of the language. Detailed instructions and blank charts have been provided for this purpose in Appendix A (see pages 67–69 and 72–75).

7.26 **Animate intransitive independent inflection.** The animate subject of an animate intransitive verb can be first, second, or third person and singular or plural. The subject may also be indefinite.

a) The number of a third-person subject is indicated in the ending. In the neutral mode, a third-person singular ending may be deleted, owing to pronunciation rules.

Njan katoopuw.	John is hungry.
Amiimunzak piilalohkeewak.	The children are cleaning the house.

b) A first- or second-person subject is indicated by a personal prefix, often in combination with a suffix showing number. The first-person prefix is used if the subject is first person; the second-person prefix is used if the subject is second person or *inclusive*, a form that includes the second person. If the verb begins with certain consonants, the personal prefix is deleted, owing to pronunciation rules.

Kway ndalumusihna.	We're leaving now.

c) An indefinite subject – usually some unspecified group – is indicated by the indefinite suffix in the verb ending. The resulting form emphasizes the taking place of the action rather than the role of the participants in the action.

Kata-kundkahtiin.	There's going to be a dance.

d) A suffix may be added to animate intransitive verbs that emphasizes that the action is being done by a group. Regular inflections follow this suffix, which is underlined in the example below.

Akulkus'hatuwak.	They (many of them) are laughing.

e) For some animate intransitive verbs that end in **-ii** or **-aa**, the final vowels may be modified, owing to a pronunciation rule, when the third-person singular ending is added. In such cases, **-ii** becomes **-u** and **-aa** becomes **-ee**. Such verbs are referred to as *unstable*.

alumsuw	he/she is leaving
pumihleew	he/she/it (something animate) is flying by

If the final **-ii** or **-aa** is not modified when the third-person singular ending is added, the verb is referred to as *stable*.

maachiiw	he/she is going home
niimaaw	he/she is bringing along a lunch

7.27 **Inanimate intransitive independent inflection.** The subject of an inanimate intransitive verb is inanimate and third person. The number of the subject is shown in the ending. In the neutral mode, a singular ending is often deleted.

Neel wiikwahmal amangeewal.	Those houses are big.

Inanimate intransitive verbs, especially those describing natural conditions, may be used impersonally, without a subject. Such verbs are inflected as singular.

Tohpu-wiineew.	It snowed a lot.

Like animate intransitive verbs, inanimate intransitive verbs may be stable or unstable (see section 7.26[e]).

7.28 **Transitive inanimate independent inflection.** The subject of a transitive inanimate verb is typically animate; the object is inanimate and third person. The person of the subject (first, second, or third) is indicated by a personal prefix; other grammatical information about the subject and the number of the object are indicated by suffixes in the ending. The suffixes occur after the class marker.

All transitive inanimate stems belong to specific classes, each of which has its own class marker suffix. The class marker of class 1a stems (labelled VTI1a) takes the form **-am** in the ending; the class marker of class 1b stems (labelled VTI1b) takes the form **-um** in the ending. The class marker of class 2 stems (labelled VTI2) is **-oo**. A small number of verbs (labelled VTI3) use no class marker.

nzhukhwamun	I crushed it
kpiimunumun	you bent it (with your hands)
kshungiixtoon	you laid it down
kuneemun	you saw it

Animate intransitive verbs with objects (VAI+O) follow the regular pattern of inflections for VTI3 stems, which have no class marker.

Ndalumaaheen neenaxkw.	I threw the ball.

7.29 **Transitive animate independent inflection.** The subject and object of a transitive animate verb can be first, second, or third person and singular or plural. A third-person subject or object may be obviative. If both the subject and object are third person, at least one of them must be obviative. The subject of a transitive animate verb may also be inanimate (singular or plural) or indefinite.

When the subject and object are the same person ("he talks to himself"), a transitive animate verb with a reflexive pronoun is used (see section 7.48); more rarely, an animate intransitive verb with a reflexive stem is used (see section 8.17).

The person of the subject or object is indicated by a personal prefix. Whether the prefix refers to the subject or the object is determined by the direction marker used. All other grammatical information relating to the subject and object is conveyed by suffixes. Almost any transitive animate stem can occur with any direction marker; the direction marker simply indicates the relationship between a particular kind of subject and a particular kind of object. The direction markers are: the *direct marker*, the *inverse marker*, the *me-object marker*, and the *you-object marker*. In addition, there are variants of the inverse marker for indefinite and inanimate subjects.

7.30 **The direct marker.** The direct form is used when the subject is first or second person and the object is third person. The personal prefix, where required, indicates the person of the subject. The direct marker takes the form **-aa**. Other suffixes appear in the ending along with the direct marker, indicating various categories of the subject and object.

Ndanhaaw mayaawsuw nuwandum.	I lost one of my mittens.

The direct form is also used when the subject is third-person proximate and the object is third-person obviative. The third-person prefix is used. In the following example, the third-person prefix (**w-**) has been transposed with the first consonant of the verb stem, owing to a pronunciation rule.

Neeka kwihkuloolaawal ngukal.	He talked to my mother.

7.31 **The inverse marker.** The inverse form is used when the subject is third person and the object is first or second person. The inverse form uses the same prefixes and suffixes as the direct form, but the subject and object are inverted: the prefix, where required, shows the person of the object. The inverse marker takes the form **-(u)kw** or **-(u)k(oo)**.

Ndooteewaalukw.	He visited me.

The inverse form is also used when the subject is third-person obviative and the object is third-person non-obviative.

Neeka ha maxkwal wunihlkool.	The bear (obviative) killed him.

7.32 **The me-object marker.** The me-object marker is used when the subject is second person and the object is first person. The personal prefix is either **ku-** or **k-**. The me-object marker takes the form **-i**. Other suffixes appear in the ending, indicating various categories of the subject and object.

Kpundawi ha.	Did you hear me?

7.33 **The you-object marker.** The you-object marker is used when the subject is first person and the object is second person. The personal prefix is either **ku-** or **k-**. The you-object marker appears as **-ul** or **-ool**. Other suffixes appear in the ending, indicating various categories of the subject and object.

Wulaakuw ooteeneeng kuneewul.	I saw you yesterday in town.

7.34 **Inverse and direct markers with indefinite subject.** A variant of the inverse form is used to indicate an indefinite subject with a first- or second-person object. The personal prefix indicates the person of the object. The direction marker for an indefinite subject with a first- or second-person object is **-(u)ke(e)**; with a third-person object, the direct marker **-aaw** is used. The indefinite subject is often translated into English by an unspecified *they* or the use of the passive voice.

Ndaxamuke.	I was fed.
Xamaaw.	He/she was fed.

7.35 **Inverse marker with inanimate subject.** The inverse marker is used with a transitive animate stem for an inanimate subject. The inflectional affixes follow the pattern of the transitive inanimate verb, except for the substitution of the inverse direction marker for the class marker. The prefix indicates the object. The ending includes reference to the person and number of the object.

Kuloosookwun ha kehkshuteek.	Did the stove burn you?

7.36 **Forms of the transitive verb in the neutral mode.** A transitive animate or transitive inanimate verb in the neutral mode (see section 7.40) occurs either in the *objective form* or in the *absolute form*, depending on the definiteness of the object of the verb.

7.37 *The objective form.* When the object of a transitive verb in the neutral mode is something specific or definite, the verb takes on a suffix or suffixes that refer to the object. This form of the verb is known as the objective form. The object may be a noun phrase of any type, or it need not be represented by any word, as in the second example below.

Wiikwahm neemun.	I see the house.
Neemun.	I see it.

7.38 *The absolute form.* When the object of a transitive verb in the neutral mode is indefinite, the verb does not take on any suffixes that refer to the object. This form of the verb is known as the absolute form. If the subject of a verb in the absolute form is third person, no prefix referring to the subject is added. The indefinite object must be present as a noun phrase.

Neem kweekw.	I see something.
Mahlaweew pambiilal.	He bought a book.

7.39 Inflection of the Independent Verb for Mode

Independent-order verbs occur either in the neutral mode or in the subordinative mode.

7.40 **The neutral mode.** The neutral mode is the mode in which independent verbs normally occur. The patterns of affixes given above in sections 7.26 to 7.38 are those of verbs in the neutral mode.

7.41 **The subordinative mode.** An independent verb occurs in the subordinative mode when it is used after certain particles or after other independent verbs. The subordinative mode is formed by the addition of certain prefixes and suffixes to the verb stem.

7.42 *Animate intransitive subordinative inflection.* In the subordinative mode, animate intransitive verbs use the same prefixes and suffixes as transitive inanimate verbs that do not take a class marker (class 3 stems). In the following example, the prefix and suffix are underlined.

Nakunaaw wtaashuwooxween.	I stopped him from going across.

7.43 *Inanimate intransitive subordinative inflection.* In the subordinative mode, inanimate intransitive verbs use the same suffixes as inanimate intransitive verbs in the neutral mode. In the following example, the suffix **-w** on the verb **mateexun** has been deleted, owing to a pronunciation rule.

Nun ha mateexun.	That's where it fell.

7.44 ***Transitive inanimate subordinative inflection.*** In the subordinative mode, transitive inanimate verbs use the same prefixes and suffixes as transitive inanimate verbs in the neutral mode. In the following example, the prefix and suffix are underlined.

Nun ha payaxkhiikan ndahtoon.	That's where I put the gun.

7.45 ***Transitive animate subordinative inflection.*** In the subordinative mode, transitive animate verbs use the same prefixes and suffixes as transitive inanimate verbs that do not take a class marker (class 3 stems). In the following example, the prefix and suffix are underlined.

Niindawaakan-uch nah kuwehlalaan.	You will hang a lantern there.

7.46 Inflection of the Independent Verb for Tense

The only tense affixes in Delaware are those that indicate future time or related ideas. The prefix **kata-** marks tense on verbs by indicating a future intention or desire, as in the first example below. If a personal prefix is used, the tense prefix follows it. The suffix **-uch** may mark tense on verbs, but it may also be added to any part of speech; in the second example below, it is added to the verb **waapange** ([*be*] *tomorrow*).

Ooteeneeng kata-eew.	He wants to go to town.
Waapange-uch kuneewul.	I'll see you tomorrow.

Although there are no affixes indicating past tense in Delaware, various temporal adverbs such as **laawatu** (*long ago*) or temporal verbs such as **wulaakuw** ([*be*] *yesterday*) are used along with verbs to indicate past-tense concepts. Verbs that occur without one of these modifiers, or without a future marker, can be interpreted as either present or past tense, depending on the context.

Wiinalmalsuw oxkweesus.	The girl feels sick./The girl felt sick.

7.47 Inflection of the Independent Verb for Negation

Negation is expressed by the use of a negative particle, which occurs before the verb, and a negative suffix in the verb ending. The suffix is usually **-(oo)wi(i)**.

Njan kway mah alohkeewi.	John is not working now.

The negative suffix is used even when the negative particle occurs with another particle or pronoun.

Mah aween katoopwiiwi.	Nobody is hungry.

7.48 The Reflexive Independent Verb

A reflexive verb is used to indicate that the action of the verb is directed by the subject at himself or herself. A reflexive verb in the independent order is most commonly formed by using a transitive animate verb with a reflexive pronoun, which is inflected for the same person as the subject. In the following examples, the personal prefix on the pronoun is underlined. In the second example, the third-person form of the pronoun is used, and the third-person prefix (**w-**) and the first consonant of the pronoun stem are transposed, owing to a pronunciation rule.

Neewaaw <u>n</u>hakay.	I see myself.
Wuneewaawal h<u>w</u>akayal.	He/she sees himself/herself.

7.49 *The Conjunct Order*

As with independent-order verbs, it is the way a verb is used that determines whether or not it is in the conjunct order. In Delaware, when a verb is used in a subordinate clause, it falls into the *conjunct* or *joined-together* order.

Personal prefixes are not used in the conjunct order. The suffixes in the verb ending indicate the *subject* of an intransitive verb and both the *subject* and the *object* of a transitive verb. The endings may also include negative suffixes.

Conjunct-order verbs occur in one of five modes: the *indicative mode*, the *changed conjunct mode*, the *subjunctive mode*, the *changed subjunctive mode*, and the *participial mode*. The indicative mode is extremely rare and is not discussed in this document.

Conjunct verbs appear in the subjunctive mode with a modified conjunct ending to indicate unrealized events. Conjunct verbs in the changed subjunctive are usually formed with a preverb and also take a modified conjunct ending. In the participial mode, the suffixes for subject and object are the same as those normally used in the conjunct order.

In the changed conjunct, changed subjunctive, and participial modes, the vowel of the first syllable of the verb (this may be in the verb stem or it may be in the tense prefix or a preverb) is changed according to a regular pattern. The mechanism by which the vowel in the first syllable is changed is called the *process of initial change*. (The regular pattern of initial change is outlined in section 7.74.)

The basic pattern of the conjunct verb is:

initial change	+	future prefix	+	preverb	+	VERB STEM	+	conjunct ending

7.50 Uses of the Conjunct Verb

Conjunct verbs are found most often in subordinate clauses, including adverbial clauses and relative clauses.

It should be pointed out that the conjunct order is used for a variety of purposes in Delaware. The uses presented here should be seen not as an exhaustive survey but rather as a guide to the most common uses of the conjunct order.

7.51 **Adverbial subordinate clauses.** Some subordinate clauses take on an adverbial function to specify time, location, or manner.

7.52 ***Adverbial clauses of time.*** *Adverbial clauses of time* perform the function of an adverb of time, restricting the focus of verbal action in the main clause to a specific period or point in time. Adverbial clauses are often introduced by a grammatical particle or by the tense prefix. In the examples that follow, the adverbial clauses of time are underlined.

Ndalumusi iiyeeskwa kiish-alohkayaan.	I left before I finished working.
Neeka peew weetumu-kawuyaan.	She came here while I was sleeping.

7.53 ***Adverbial clauses of place.*** *Adverbial clauses of place*, also called *locative clauses*, perform the function of an adverb of place or a locative noun; they restrict the focus of verbal action in the main clause to a specific place. The verb may be introduced by the tense prefix and usually has a relative root or preverb. In the examples that follow, the adverbial clauses of place are underlined. Adverbial clauses of place may contain a particle indicating location, as in the second example below.

Wiikiit nda.	I'm going to his place (*literally* I'm going where he lives).
Ngwiilamunal kwachumung apaami yu tali.	I'll look around for them outside.

7.54 **Conditional clauses.** *Conditional clauses* state a condition that restricts the action of the verb in the main clause. Conditional clauses require the subjunctive mode. In the example below, the conditional clause is underlined.

Wuliixtawane payaxkhiikan, numahlamun-uch.	If you fix the gun, I'll buy it.

7.55 **Relative clauses.** *Relative clauses* modify nouns (they describe or say something about the noun that identifies it) or they function themselves as noun phrases. The verb in a relative clause is a participle. In the first example below, the relative clause modifies a noun; in the second example, the relative clause serves as a noun phrase. In both examples, the relative clauses are underlined.

Ngata-mahlamun meexkeek.	I'm going to buy the red one.
Waak aakongweepuy eeweeheet wiilawiinaakwat.	And the hat that he was wearing looked fancy.

7.56 Inflection of the Conjunct Verb for Subject and Object

Conjunct-order verbs have the same range of subject-object combinations as independent verbs, but no personal prefixes are used; all grammatical information concerning subjects and objects is conveyed by suffixes. As with the independent order, paradigms of inflectional endings for various verb types are not given here. Teachers are encouraged to compile their own verb charts. Detailed instructions and blank charts are provided for this purpose in Appendix A to this document (see pages 67–69 and 76–79).

7.57 **Animate intransitive conjunct inflection.** The animate subject of an animate intransitive verb can be first, second, or third person and singular or plural. The subject of an animate intransitive verb may also be indefinite. The subject is indicated in the ending.

Mah miitsiiwiiwak eel-eelongwaamohtiit.	They didn't eat because they overslept.

The object of an animate intransitive verb (VAI+O) is not expressed in the verb ending. Thus animate intransitive verbs with objects have the same endings as the more common animate intransitive verbs that only have subjects.

7.58 **Inanimate intransitive conjunct inflection.** The third-person inanimate subject of an inanimate intransitive verb is shown in the ending.

Mah miichiiwi eeli-alihk.	He didn't eat it because it was rotten.

7.59 **Transitive inanimate conjunct inflection.** The animate subject of a transitive inanimate verb is indicated in the ending. Since the number of the object is not indicated, the object can be interpreted as third-person inanimate singular or plural, depending on the context. The appropriate

class marker appears at the beginning of the ending. The suffixes for the subject are the same as those for the animate intransitive verb.

Wuliixtawane payaxkhiikan, numahlamun-uch.	If you fix the gun, I'll buy it.

"Intermediate" verbs follow the same pattern and are indistinguishable in form from transitive inanimate verbs with an **-am** class marker (see section 7.9 for a discussion of intermediate verbs).

pumahange...	if he/she paddles a boat...

7.60 **Transitive animate conjunct inflection.** As in the independent order, the subject and object can be first, second, or third person and singular or plural. A third-person subject or object may be obviative. If both the subject and object are third person, at least one of them must be obviative. The subject may also be inanimate (singular or plural) or indefinite. One or more suffixes in the ending specify the subject or the object, or both.

The subject and object of a verb can refer to the same person. In such instances, the verb is called *reflexive*, since the subject of the verb is directing the action at himself or herself. (For more details on reflexive verbs, see section 7.75.)

In many forms a direction marker appears at the beginning of the ending. The functions of the direction markers differ in some ways from those seen in the independent verb. The direction markers are: the *direct marker*, the *inverse marker*, the *me-object marker*, and the *you-object marker*. In addition, there are variants of the inverse marker for indefinite and inanimate subjects.

7.61 **The direct marker.** The direct form is used with a first- or second-person subject and third-person object, but unless the sentence is negative, the direct marker itself does not appear when the suffix for the subject and/or object immediately follows.

Kpundool weetumu-kihkuloolat.	I heard you while you were talking to him.

The direct marker **-aa** is used when the subject is third-person non-obviative and the object is third-person obviative. (Note that, in this and subsequent examples, the spaces before and after a hyphen indicate that the intervening material is an independent word and not some type of compound element.)

Shkooliikaanung eew kiish- pambiilal -mahlawaat.	He went to school after he bought the book.

7.62 **The inverse marker.** The basic inverse marker is used in the conjunct order only when the subject is third person and the object is second-person singular or plural or first-person plural, or when the subject is third-person obviative and the object is third-person non-obviative.

Kooleelundam ha eeli- pambiilal -miilkwan.	Were you happy when he gave you the book?

7.63 **The me-object marker.** The me-object form is used when the subject is either second or third person and the object is first person.

Mah kpundooloowi eenda-kihkulooluyan.	I didn't hear you when you spoke to me.
Nooleelundam eeli- pambiil -miiliit.	I was happy because she gave me the book.

7.64 **The you-object marker.** The you-object form is used when the subject is first person and the object is second person.

Mah nah ktapiiwi eenda-wunjiimulan.	You weren't at home when I called you.

7.65 **Inverse and direct markers with indefinite subject.** As with the independent verb, a variant of the inverse form is used to indicate an indefinite subject with a first- or second-person object. The other parts of the ending are the same as those for an animate intransitive verb. Alternatively, some speakers may use a special suffix (**-iing**) for indefinite subjects with a first-person object. With a third-person object, the ending **-und** is used. The direct marker itself does not appear except in negative sentences (see also section 7.61).

eeli-neewkayaan...	because I was seen...
eeli-miilund...	because he/she is given...

7.66 **Inverse marker with inanimate subject.** The inverse marker is used to indicate an inanimate subject; the object is indicated in the ending with an animate intransitive suffix.

Mah wtiiyaweeheewi mahksunal eeli-kshunkwuk.	She never wears shoes because they hurt her feet.

7.67 Inflection of the Conjunct Verb for Mode

The changed conjunct, subjunctive, changed subjunctive, and participial modes are all inflected with the same basic conjunct suffixes. In the two subjunctive modes, the subjunctive suffix **-e** is added after the basic conjunct suffix.

7.68 **The changed conjunct mode.** Verbs in the changed conjunct mode are used to indicate that the action referred to in the subordinate clause has actually occurred. In many cases, the action referred to in the subordinate clause has occurred at approximately the same time as the action described in the main clause. Changed conjunct verbs are formed only with certain root elements, which occur either as preverbs or as part of the verb stem. The first syllable in the stem, which is usually the preverb, takes initial change, if appropriate (see section 7.74).

Neeka peew weetumu-shungiixiinaan.	She came in while I was lying down.

7.69 **The subjunctive mode.** Verbs in the subjunctive mode are used in conditional clauses to indicate hypothetical situations or unrealized action. The subjunctive is formed by adding the suffix **-e** to the regular conjunct ending.

...wiinamalsiite	...if he/she is sick
Mah kpoosiiwihna amoxoolung kshaxunge.	We won't get in the boat if it's windy.

7.70 **The changed subjunctive mode.** Verbs in the changed subjunctive mode in a subordinate clause usually indicate that the event or action described in the subordinate clause occurs before the event or action in the main clause. Verbs in the changed subjunctive mode are most frequently formed with the preverb **eenda-** (*when*), which has undergone initial change (see section 7.74), and require the subjunctive suffix **-e** after the basic conjunct suffix.

eenda- oxkweew -manihlaate...	when a woman dies...

7.71 **The participial mode.** Participles act as relative clauses, either modifying a noun or acting as nouns. Participles take initial change, if appropriate (see section 7.74).

Numahlawaaw meexaawatiit pambiil.	I bought the expensive book.

7.72 ## Inflection of the Conjunct Verb for Tense

As with the independent verb, the only inflections for tense are those that indicate future time or related ideas. In the conjunct order, the prefix **kata-** marks tense on verbs by indicating a future intention or desire. If it is the first element of a verb, it may undergo initial change (see section 7.74), becoming **keeta-**. The suffix **-uch** may be used on verbs, or on any part of speech, to mark tense.

Various temporal adverbs such as **laawatu** (*long ago*) or temporal verbs such as **wulaakuw** ([*be*] *yesterday*) are used along with verbs to indicate past-tense concepts. Verbs that occur without one of these modifiers, or without a future marker, can be interpreted as either present or past tense, depending on the context.

7.73 Inflection of the Conjunct Verb for Negation

Conjunct verbs may be negative. The negative suffix **-(oo)w** precedes the regular conjunct suffixes in the ending of a negative conjunct verb.

Neeka mateelundam eeli- mah -paawaan.	He was unhappy because I didn't come.

7.74 Process of Initial Change

In the changed conjunct, changed subjunctive, and participial modes, the verb undergoes a process of initial change. This process, when it applies, causes the first vowel in the verb to change. The change affects the first syllable of the tense prefix, if there is one in the verb; the first syllable of the first preverb, if there is one; or the first syllable of the verb stem, if there is no prefix or preverb in the verb. The regular pattern of initial change is given below. Only the short vowels *a* and *u* are affected; other vowels do not undergo initial change.

Unchanged	*Changed*
a	ee
u	ee

7.75 The Reflexive Conjunct Verb

A reflexive verb is used to indicate that the action of the verb is directed by the subject at himself or herself. As in the independent order, a reflexive verb in the conjunct order is most commonly formed by using a transitive animate verb with a reflexive pronoun, which is inflected for the same person as the subject.

Ndaaktulung eew eeli-kshunaat hwakayal.	He went to the doctor because he injured himself.

8

Stem Formation

8.1 Introduction

The nouns and verbs of Delaware typically consist of a *word stem* and *inflectional affixes*, which surround the stem:

inflectional prefixes + WORD STEM + inflectional suffixes

The stem, or core part of a word, carries the basic meaning or meanings of the word; the inflections show grammatical ideas and relationships.

Many word stems are made up of smaller word parts. Some of these parts are themselves words or word stems; others do not constitute word stems themselves, but appear again and again in different word stems, each time adding a particular meaning to the underlying stem. For example, all of the stems in the words below have a meaning that includes the idea of *through*, and all of them have an element in common:

eeshpeew	he/she is soaked through
eeshiikwsuw	he/she crawls through
eeshatawaapuw	he/she looks through

A particular group of sounds (**eesh-**) appears in these and many other stems that include the idea of *through*. The sound group does not constitute a word or word stem by itself. Because this sound group is often associated with the meaning *through*, the meaning can be said to be attached to the sound group, which in turn can be considered a stem-forming element. This particular element typically occurs as the first element of a word stem.

Many Delaware words are made up of similar elements that act as building blocks in word stems. Each such element contains a particular group of sounds (which may vary in pronunciation depending on how it fits with other elements) and has a particular meaning or function and (usually) a particular position inside a stem. Word stems made up of such elements can also serve as building blocks in other stems, and these

in turn inside others. Every time a stem-building element is added to another element or to a word stem, a meaning or function is added or changed and a new stem is created.

The process of assembling or building stems out of such elements or out of existing word stems is called *derivation*. There are three main ways of assembling word stems: by *primary derivation*, by *secondary derivation*, and through *composition*.

A stem formed by primary derivation, called a *primary stem*, is made up of one or more elements that are not word stems themselves. A stem formed by secondary derivation, called a *secondary stem*, is made up of an underlying word stem and at least one stem-building element. A stem formed through composition, known as a *compound stem*, contains a relatively independent element, such as a word stem or a *preverb* or *prenoun* that resembles an adverb or other particle, and a word stem. A verb stem may also be modified in meaning by a process of *reduplication*, in which a prefix, which in many cases duplicates the sounds in the first syllable of the stem, is added to the front of the stem.

The patterns of stem derivation are not as regular as those of inflection, which, with very few exceptions, follow established rules. Word stems belonging to a particular word class will usually follow the pattern of inflections established for that word class. The patterns of derivation, however, are both more complex and more varied. Small groups of word stems will follow a common pattern, but, even within these small groups, many exceptions will occur.

A teacher of Native languages has remarked that studying the stem-building elements of Native languages and the patterns by which they are put together is like studying the thought pattern of the languages. As important as inflection is to the operation of a Native language, it is in derivation that the distinctive and meaningful core of the language is most apparent. In examining the composition of word stems, we are looking at very old but still creative and changing aspects of the language. To become really fluent in Delaware, a student has to learn to understand and to make up new combinations of stem-building elements and to do so in accordance with the established patterns of the language.

Because some stem-building elements occur frequently and are easy to identify, teachers might be tempted to break all of the word stems they teach down into elements or other words. This may prove a tricky and even dangerous practice, since there are many elements that are pronounced in the same way as, or that sound similar to, other elements, but that have different meanings or positions. Breaking down stems into their elements and analysing them and describing the patterns of stem formation can often be a complex process, and teachers should make sure that their explanations and patterns apply to more than one stem before using them in class.

There is still much to be learned about derivation, the sounds of the stem-forming elements, their patterns of arrangement, their meanings, and their history. This section on stem formation is intended primarily to introduce teachers of Delaware to one way of looking at these elements and their patterns. Consequently, it should be noted that only the most basic kinds of stem-building patterns are discussed here, and that there are many other types of elements and patterns that are not dealt with. Most important, teachers should keep in mind that using a wide variety of stems in real words and sentences is always a better way to teach them than just analysing or explaining them.

In this discussion of derivation, the word stems given as examples appear in fully inflected forms; uninflected forms appear odd and are hard to pronounce or recognize as being part of Delaware. In most cases, they are given in relatively simple inflected forms, and as often as possible in forms that contain no overt inflectional affix, or only one. Thus nouns are given, where possible, in the singular form, and verbs are given in the independent order with a third-person subject, or a third-person subject and object, because the inflectional affixes in these forms are not very prominent. The stems in the words under discussion are underlined. When a particular element of the stem is under discussion, that element is underlined twice.

When stems or stem-building elements are identified in the text, they are preceded (for suffixes) or followed (for prefixes and stems) by a hyphen to indicate that they are not full words, but only parts of words. In writing such elements, the connective sounds that may appear between elements when they are assembled into stems are usually omitted. There are several other pronunciation rules whose function is to adjust the sounds of elements and stems when they are put together, which are not discussed in this outline. It should also be noted that in Delaware the pronunciation rule called *syncope* often causes vowels to be dropped, so that the pattern of vowels in a given element will vary according to the position of the element in the word in which it appears.

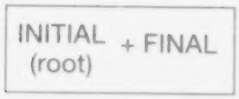
8.2 Verb Stems

8.3 *Primary Verb Stems*

8.4 Primary Verb Stems With Two Elements

A primary verb stem is one that contains no other word stems in it. Many primary verb stems have two identifiable elements, neither of which is a word stem itself. The first element is called an *initial* and the second element is called a *final* in accordance with their relative positions.

Various kinds of elements can serve as initials in stems; in a primary stem, the initial is a *root*.



For example, in the stem of the word most commonly translated as *flies*, there are actually two elements – an initial root conveying direction (*by*, *past*, or *along*) and a final identifying the action (*fly*).

pumihleew	he/she flies by, along

8.5 **Identifying stem-building elements.** It is not possible to determine the composition of a particular word stem by looking at that stem in isolation. In other words, one cannot distinguish the various parts that make up the stem of a word or determine their meaning by looking at the one word alone. To discover the patterns of derivation, one must compare words that are in some way related in meaning in order to see if they also have a distinctive group of sounds in common (even if these are pronounced slightly differently, owing to pronunciation rules). When such a group of sounds (or related sounds) is found to recur in a group of stems that are related in meaning, the group of sounds is identified with the meaning and is considered a stem-building element. For example, if one looks at several verbs that share the meaning *fly* (it is important to determine that they are, in fact, different stems and not just different inflected forms of a single stem), one finds that a particular group of sounds recurs in each stem.

pumihleew	he/she flies by, along
alumihleew	he/she flies away
akushihleew	he/she flies quickly

The recurring group of sounds in the verbs that share the meaning *fly* can be identified as a stem-building element. Since this common element appears at the end of the stem, it is called a *final*.

-hlee	fly

In this process of analysis and discovery, the identification of each element should be verified by examining as many different stems as possible that are related in meaning. The sounds, the meaning, and the relative position of the stem-building element should be the same or similar in each stem. For example, in some instances, one may find that two different elements are pronounced the same way but have different meanings.

This method of analysing families of stems that are related in meaning and form can also be used to identify the root of the stems. For example, if one examines the stems below, which are related in meaning and share the same group of sounds, one can identify the root:

peetooxweew	he/she walks here
peechihleew	he/she flies here
peetaashuwihleew	he/she swims here

Analysis of the same group of stems also reveals a new final.

-ooxwee	walk

The list of stems above also presents examples of the way sounds in an element may change when they combine with other elements. In the word **peechihleew** (*flies here*), the two elements are joined by a connective **i** necessitated by a pronunciation rule. The root ends in **ch** when it appears in front of this connective, but otherwise ends in **t**, as in the word **peetooxweew** (*walks here*). Many of these kinds of variations are determined by regular pronunciation rules that are not discussed in this outline.

8.6 **The meanings of roots and finals.** Many roots can be translated by adjectives or adverbs in English; others call for the use of a different verb; still others have no single-word equivalent. The following list of English words and phrases is intended to give some indication of the variety of concepts and ideas that can be conveyed by roots in Delaware: *good*; *up against something*; *sticky*; *fast*; *flat*; *cold*; *trying*; *big*; *five*; *in a certain place*; *crooked*; *in a certain manner*.

Verb finals usually identify a state, process, or action, and can often be translated in English by verbs or by phrases that describe the means by which an action or event comes about. The list below gives some indication of the variety of ideas that can be conveyed by distinct finals in Delaware: *be*; *grow*; *blown by wind*; *with a tool*; *by heat*; *fly*; *by hand*; *by mouth*; *by cutting with a blade*.

The final not only adds a specific meaning to the verb stem, but also determines whether the word is a noun or a verb. If the word is a verb, the final often determines its class – whether it is animate intransitive, transitive animate, or one of the other verb types. Verb types are often paired by transitivity and gender; that is, animate intransitive verbs are paired with inanimate intransitive verbs, and transitive animate verbs are paired with their transitive inanimate counterparts. The difference between an animate intransitive verb and its inanimate intransitive

counterpart usually lies in their finals, as may be seen in the following pairs:

maxkeew	it (inanimate) is red
maxksuw	it (animate) is red
looteew	it (inanimate) is burning
loosuw	it (animate) is burning

Similarly, the difference between transitive animate verbs and their transitive inanimate counterparts lies in their finals. In the transitive inanimate verbs below, the root *break* appears with several finals, each indicating a difference in the manner in which the action of the verb – *to break* – is carried out:

wulookihkamun	he/she steps on and breaks it (something inanimate)
wulookshumun	he/she cuts and breaks it (something inanimate)
wulookunumun	he/she breaks it (something inanimate) with his/her hands

In the transitive animate counterparts of these verbs, some slight differences may be observed in the finals. As well, the suffixes that follow the finals are different from those in the stems above. In the first case below, something has been added to the final that appeared in the transitive inanimate verb; in the other two cases, the final is the same as that in the transitive inanimate verb.

wulookihkawaawal	he/she steps on and breaks it (something animate)
wulookshaawal	he/she cuts and breaks it (something animate)
wulookunaawal	he/she breaks it (something animate) with his/her hands

Some roots and finals may themselves consist of smaller parts.

8.7 Primary Verb Stems With Three Elements

Some primary stems are composed of three elements – a root that serves as the initial, an intervening element called a medial, and the final. One or more medials may appear between the root initial and the final.

INITIAL (root) + MEDIAL(S) + FINAL

8.8 **Medials.** Medials usually refer to things or kinds of things and may be divided into several groups.

8.9 *Classificatory medials.* Many medials loosely describe or classify the thing associated with the verb and are consequently called *classifiers*. In each of the following examples, the medial gives some indication of the nature of the thing that is the subject of the verb:

kwuneekat	it (something sheet-like) is long
kwunahtakat	it (something string-like) is long
kwunupeekat	it (a body of water) is long
kwunahkwat	it (something wooden) is tall

In the preceding list of examples, the roots and finals are the same; the medials, however, differ.

INITIAL (root)	+ MEDIAL(S)	+ FINAL
kwun-	-eek- -ahtak- -upeek- -ahkw-	-at

There is a parallel verb without a medial that can be used to describe any kind of inanimate subject. Note that its final (**-ee**) differs from the finals that appeared in the previous examples.

kwuneew	it is long

8.10 *Body-part medials.* Some medials refer to body parts. Thus many verbs that describe or in some way involve a part of the body contain a medial that refers to that part of the body. For example, each of the following verbs describes a person with a fracture in some part of the body. In each verb, the medial names the body part. The final is **-ee** (in some related forms, the final may appear as **-a** or **-aa**).

kaxkkaateew	he/she has a broken leg
kaxksiiteew	he/she has a broken foot
kaxkchaaleew	he/she has a broken nose

As in the previous list of examples (see section 8.9), the roots and finals remain the same; the body-part medials differ.

INITIAL (root)	+ MEDIAL	+ FINAL
kaxk-	-kaat-	-ee
	-siit-	
	-chaal-	

8.11 *Other types of medials.* There are many medials that do not fit into the two groups discussed above. Some, for instance, identify natural features. In the following examples, a single root appears in three stems – one containing a classificatory medial, one containing a body-part medial, and one containing a medial that identifies a natural feature.

kwunaskweeyeew	it (grass) is tall
kwunaalohkweew	he/she has long hair
kwunaalakat	it (a hole) is deep

8.12 *Denominal medials.* Some verb roots have a noun stem as a medial. Such medials are called *denominal medials*. The use of denominal medials is a form of noun incorporation because the noun stem is taken into the body of the verb as a medial. In the following examples, the noun stem is incorporated unchanged:

axkook	snake
nihlaxkookeew	he/she kills a snake
oocheew	fly
nihloocheeweew	he/she kills a fly

The noun stem may undergo some changes when incorporated. In the following example, the first sound of the noun stem is dropped when the noun stem is taken into the verb as a denominal medial:

mahksun	shoe
aashuwahksuneew	he/she changes shoes

8.13 Primary Verb Stems With One Element

Some primary stems cannot be broken down into identifiable elements and so cannot be traced in other stems. The following word stem is an example:

eew	he/she is going

8.14 *Secondary Verb Stems*

A secondary stem is made up of an underlying word stem and one or more stem-building elements. The secondary stem will often belong to a different word class or type than the original stem and will have a meaning different from, but related to, that of the original stem.

In a secondary stem, the underlying word stem serves as the initial and appears with a final. Medials are optional.

INITIAL (word stem) + MEDIAL(S) + FINAL

Some of the finals used in secondary stems are the same as those used in primary stems. In the following examples, the primary verb stem for *crawl here and there* serves as the initial of a secondary stem with the final for *motion* (underlined twice):

apaamiikwsuw	he/she crawls here and there
apaamiikwsihleew	he/she dances a waltz

There are other finals used in secondary derivation that rarely appear in primary derivation. For example, **-aw** or **-amaw** can be added to a transitive inanimate stem to form a double-object transitive animate stem, often with the meaning *do (something to) it for him/her.*

nooliixtoon	I fix it
nooliixtawaan	I fix it for him/her

Secondary stems can themselves undergo derivation, resulting in chains of finals in stems. In the example below, the noun stem **wulaxakw** (*kindling*) serves as the initial of a verb having the secondary final **-(a)hee** (*make, process, gather*). The resulting animate transitive stem, **wulaxakwahee-**, means *make kindling.*

wulaxakw	kindling
wulaxakwaheew	he/she makes kindling

This stem in turn can be the initial element of a secondary transitive animate stem having the secondary final **-htaw** (which itself probably has layers of parts). The resulting transitive stem, **wulaxakwahehtaw-**, means *make kindling for him/her.*

wulaxakwahehtaweew	he/she makes kindling of something for him/her

8.15 Secondary Verb Stems With Final Suffixes That Change Verb Type

Some finals change the verb type of the underlying stem; that is, they change the relationship between a subject and an object or add a subject or an object. A few common patterns are illustrated below.

8.16 **Reciprocal verbs.** In a reciprocal verb, an animate intransitive final suffix is added to an underlying transitive stem to indicate that the action of the verb is reciprocal or mutual. The final suffix of a reciprocal verb is **-ti(i)** or **-tu**, or **-di(i)** or **-du**.

nuwiichumaaw	I help him/her
nuwiichundihna	we help each other

The reciprocity of the action is not always obvious in English, as is evident in the translation of the second example:

miilaawal	he/she gives it to him/her
miiltiin	it is given

8.17 **Reflexive verbs.** In a reflexive verb, an animate intransitive final is added to an underlying transitive stem to indicate that the action of the verb is directed by the subject at himself or herself. The reflexive final suffix in secondary stems is most often **-zi(i)** or **-zu**. Reflexive verbs are more commonly formed, however, with reflexive pronouns (see section 7.48).

wuleelumeew	he/she thinks highly of someone
wuleelunzuw	he/she thinks highly of himself/herself

8.18 **Transitivized verb stems.** In a transitivized verb stem, a transitive final is added to an underlying verb stem, allowing inflection for an object or an additional object.

mahlamun	he/she buys it
mahlamawaawal	he/she buys it for him/her
alohkeew	he/she is working
alohkehtaweew	he/she works for someone

8.19 **Detransitivized verb stems.** In a detransitivized verb stem, an intransitive final is added to an underlying transitive stem. Such detransitivized stems eliminate the idea of a specific object by directing the action of

the verb to a generalized goal. The final suffixes in detransitivized verb stems are most often **-(ii)ke(e)** and **-uwe(e)**.

poolaawal	he/she escapes from him/her
pooluweew	he/she escapes from people
wulusham	he/she cuts something in a pattern
wulushiikeew	he/she cuts things in a pattern

8.20 **Verbs of undergoing.** In an intransitive verb of undergoing – a verb in which the subject undergoes some action by an unspecified agent – an intransitive final is added to an underlying transitive stem. Such verbs are often translated in English by the passive voice or the use of an indefinite subject. The finals most often used in such verbs are: **-(ah)aasi(i)** or **-(ah)aasu**, or **-(u)kw(u)sii** or **-(u)kw(u)su**.

poondhamun	he weighs it
poondhaasuw	he/she/it is weighed
koxpiilaawal	he/she ties it (something animate) up
koxpiilkwusuw	it (something animate) is tied up

Other finals added to transitive stems contain the inverse direction marker. The underlying verb usually expresses ideas of perception or evaluation.

wuliinam	he/she likes the looks of it
wuliinaakwat	it looks nice
pundamun	he/she hears it
pundaakwat	it is heard

8.21 ## Secondary Verb Stems With Final Suffixes That Change Nouns Into Verbs

Some finals change the underlying noun stem into a verb stem. A few common verb stems of this type are illustrated below.

8.22 **Verbs of being.** A verb of being can be formed by adding an intransitive final suffix to an underlying noun stem. The most common finals used are **-i(i)** or **-u** and **-oowi(i)** or **-oowu**.

lunaapeew	Native person, Delaware
lunaapeewuw	he/she is a Native person, a Delaware

wiixeekan	body hair
wiixeekanoowuw	he/she/it is hairy
pongw	dust
pongoowuw	it is dusty

8.23 **Verbs of diminutive action.** A diminutive verb is used to indicate that an action is performed on a relatively small scale or that someone small is involved in the action. Some of the sounds in the stem may change when the diminutive suffix is added; in the second example below, the **t** is replaced by **ch**.

alohkeew	he/she is working
alohkeeshuw	he/she is working a little bit, the little one is working
akwaankaateew	he/she has long legs
akwaankaacheeshuw	the little one has long legs

8.24 **Verbs of abundance.** A verb of abundance, which is used to express the idea that the thing referred to in the underlying stem is present or is present in abundance, can be formed by the addition of a secondary final to a noun stem (or, less commonly, a verb stem). The final of such verbs is **-hkee**.

sakiimeew	mosquito
sakiimeewihkeew	there are (a lot of) mosquitoes
meengweew	an Oneida person
meengweewihkeew	Oneida settlement, Ontario (*literally* there are [a lot of] Oneidas)

8.25 **Verbs of making or processing.** A verb of making or processing can be formed by the addition of a secondary suffix to a noun stem (or, less commonly, a verb stem). The final is **-(a)hee**.

kshiiteew	soup
kshiiteewheew	he/she makes soup
wulaxakw	kindling
wulaxakwaheew	he/she makes kindling

8.26 **Verbs of possession.** A verb of possession can be formed by the addition of a secondary suffix to a possessed noun with a third-person prefix (and the possessive suffix, if required). The final of such verbs is **-i(i)** or **-u**.

shulpul	money
wshulpulum	his/her money
wshulpulumuw	he/she has money
kaal	car
kwaalumal	his/her car
kwaalumuw	he/she has a car

8.27 *Compound Verb Stems*

Two kinds of stems have traditionally been treated as compounds: *stem compounds* and *preverb compounds*.

8.28 Stem Compounds

A stem compound is formed by the addition of a noun stem or verb stem to the front of a verb stem. The resulting compound verb stem extends the meaning of the original verb stem. Inflectional suffixes are added to the end of the compound stem; most inflectional prefixes are added to the front of the compound stem. The pattern of this kind of compound verb stem is:

WORD STEM + VERB STEM
(noun or verb stem)

matahkeewii-kundkeew	he/she does a war dance

8.29 Preverb Compounds

A preverb compound is formed by the addition of a word- or root-like prefix to a verb stem. As in the stem compounds, the first element of the compound modifies the verb stem to which it is added. Inflectional suffixes are added to the end and prefixes to the front of the compound stem. More than one preverb may appear in a verb. The overall pattern of this type of compound stem is:

PREVERB(S) + VERB STEM

Some preverbs are word parts that occur only as preverbs; these include the future tense prefix, which in this outline has been treated as an inflectional prefix. Other preverbs are related in form and meaning to verb roots. A few such preverbs are discussed below.

8.30 **Directional preverbs.** Directional preverbs indicate direction in space or time.

Mbeechi-naxkoomukw.	She answered me.
Nxoo ha mbapaa-kakawihlaan.	I'm falling down by myself.

8.31 **Relative preverbs.** Relative preverbs refer to ideas of manner, place, number, or other such adverbial ideas, but usually relate these ideas to specific words or phrases outside the verb. These more specific words or phrases are said to be the antecedents of the relative preverbs.

...eenda-waalhaasiit	...where he/she is buried
...eendxi-piiwiihund	...those many that were left
Nxookwunii wtuli-pumusiin.	She walked for three days.
Nun ha koonji-chiikunulun.	That's why I took it away from you.

8.32 **General preverbs.** This group of preverbs includes the most root-like (or word-like) preverbs, which can express a wide range of meanings.

Nihtaa-huluniixsuw.	He/she speaks the Native language well.
Akweechi-huluniixsuw.	He/she is trying to speak the Native language.
Ahwi-und.	He/she is hard to get along with.
Shiingi-miitsuw.	He/she doesn't want to eat.
Kihchi-lpakshuw.	The little one is crying a lot.

Preverbs usually occur in this order: directional preverb, relative preverb, general preverb(s).

8.33 **Relationship of preverbs and roots.** Many preverbs are the same or nearly the same in both pronunciation and meaning as verb roots. The most obvious difference between the two is that when a preverb is taken out of a verb, the remaining element is still a real word, whereas when the root is taken out of a word, the remaining element is no longer a word or word stem and the stem collapses. Thus, in the first

example below, the root **ul-**, meaning *in a certain way, to a certain place*, is an essential part of the stem and cannot be taken away. In the second example, its related preverb, which has the same meaning, is an element that has been added to an existing stem (**aht-**).

nduloox<u>wa</u>toon	I take it to a certain place
ndu<u>li</u>-ahtoon	I put it down in a certain place

8.34 *Reduplicated Verbs*

A reduplicated verb is one in which the first element of a verb stem has been extended by *reduplication* – a process that adds the idea of repetition, distribution in space or time, or plurality to the original verb stem. A reduplicated verb is formed by adding a prefix, which duplicates the sounds in the first syllable of the stem, to the front of the stem. Each type of verb stem can have more than one pattern of reduplication, and each pattern may have a different meaning. Translation may vary depending on how a reduplicated verb is used in a sentence. The reduplication is underlined in the examples below.

m<u>ba</u>pasuchehkamun	I kick it repeatedly
m<u>baa</u>pasuchehkamun	I kick it from time to time

Some descriptive verbs may be reduplicated when they are plural, as illustrated in the following example:

maxkeew	it is red
<u>a</u>maxkeewal	they are red

8.35 Noun Stems

8.36 *Primary Noun Stems*

Many noun stems cannot be broken down into identifiable elements and so are seen as having only one element in the stem.

maxkw	bear
asun	stone

A few primary noun stems consist of two elements – an initial and a final. In the example below, a root is followed by a final that means *house, building*.

wuski<u>ii</u>kaan	new house

8.37 *Secondary Noun Stems*

Many noun stems are derived from verb stems by the addition of a secondary final. The finals used in noun stems generally differ from those used in verb stems. One or more medials may also occur.

INITIAL (word stem)	+ MEDIAL(S)	+ FINAL

In the examples below, the final is underlined in the noun.

payaxkhiikeew	he/she shoots
payaxkhiikan	gun, rifle
pumaawsuw	he/she lives
pumaawsuwaakan	life

A noun, even if it is itself a secondary noun, may be the initial element of a secondary noun stem. The underlying noun in the first example is a primary noun; the underlying noun in the second example is itself formed by secondary derivation.

xwus	wood
xwusiinjuw	wooden plate
wshaphoos	pail, kettle
wshaphoosiinjuw	tin pan

8.38 *Compound Noun Stems*

8.39 Stem Compounds

A compound noun stem is composed of a modifying noun or verb stem and a noun stem. Connective sounds may appear between the two underlying stems. The pattern of compound noun stems is:

WORD STEM (noun or verb stem)	+ NOUN STEM

xwus	wood
eemul	tub
xwusii-eemul	wooden tub
oxkweew	woman
heembut	shirt
oxkweewii-heembut	nightgown

8.40 Prenoun Compounds

A prenoun compound is composed of a modifying prenoun and a noun stem. Many prenouns are identical to preverbs. The pattern of prenoun compounds is:

PRENOUN(S) + NOUN STEM

kteekhiikan	photograph
xuwii-kteekhiikan	old photograph
amoxool	boat
maxkii-amoxool	red boat

Appendix A
Verb Charts

General Instructions for Filling Out the Verb Charts

Before you begin, make copies of the master charts in this document. Write only on the copies so that the blank master charts can be used to make additional copies as needed.

Start by filling in one set of charts for each main class of verbs (animate intransitive, inanimate intransitive, etc.), using a single sample stem for each. The regular imperative, the neutral mode of the independent order, and the changed conjunct of the conjunct order are the easiest charts to fill in, so it is a good idea to start with these. You can proceed with the other modes when you are more familiar with the chart forms and more confident in using them.

Check the completed charts with a speaker of Delaware. You will probably find that you cannot provide all the forms suggested in the charts because some are rarely used. You may also find that the same form occurs in more than one place on the chart.

The exact form of an ending may vary slightly from one stem to another depending on the stem class. The stem class is determined by the last or last two sounds of the stem. For example, animate intransitive stems ending in **-n** take endings that differ slightly in form from those of animate intransitive stems that end in a vowel. A list of the most important stem classes in each main verb class is given, along with the English translations of sample stems that are likely to belong to each class. Once you have completed and checked your first charts, you can select stems from different stem classes and fill out charts for them to see if the endings show different forms.

The Verb Charts

For the *imperative order*, you will need two charts for each sample stem - one for the regular mode and one for the prohibitive mode.

For animate intransitive and inanimate intransitive verbs in the *independent order*, you will need four charts for each sample stem - one each for the positive and negative forms in the two modes (neutral and subordinative). For transitive

animate and transitive inanimate verbs in the independent order, you will need six charts for each sample stem – one each for the positive objective, negative objective, positive absolute, and negative absolute forms in the neutral mode, and one each for the positive and negative forms in the subordinative mode.

For the *conjunct order*, you will need eight charts – one for each of the four modes in the positive and negative.

Stem Classes and Suggested Sample Stems

1. Animate Intransitive Paradigm

VAI ii-stems (stable): sleep, hunt, get up from lying down, go home, get into a vehicle
VAI ii-stems (unstable): be shy, smile, play, sit down, sneeze
VAI aa-stems (stable): bring lunch along
VAI aa-stems (unstable): go, dance, fly by, run quickly
VAI ee-stems: go along, walk quickly
VAI oo-stems: rush inside, get up in a hurry (from lying down)
VAI k-stems: cry
VAI kw-stems: cough, die in an accident
VAI l-stems: jump out, swim, be big
VAI n-stems: lie down, lean back
VAI d-stems: be a certain way
VAI m-stems: come from a certain place, sleep late, have a good dream
VOTI1a stems: be happy, be surprised, think
VOTI1b stems: have something in one's eye
VOTI2 stems: show off

2. Inanimate Intransitive Paradigm

VII ii-stems (stable): swell up
VII ii-stems (unstable): be old, leak, bleed
VII aa-stems (unstable): melt (quickly), turn red
VII ee-stems: be red, be there, burn
VII n-stems: lie down, be windy, be raw, be thick
VII t-stems: be clean, be easy, be rotten, be split in two

3. Transitive Inanimate Paradigm

VTI1a stems: find something (s.t.), look at s.t., understand s.t.
VTI1b stems: hold on to s.t. tightly, burn s.t., cut through s.t.
VTI2 stems: bring s.t., put s.t. down, haul a load of s.t., hide s.t.
VTI3 stems: eat s.t., see s.t., smell s.t.
VAI+O stems: drink s.t., wear s.t., roast s.t., give s.t. away

4. Transitive Animate Paradigm

VTA h-stems: clean someone (s.o.), make s.o. laugh, make s.t. (animate)
VTA l-stems: kill s.t. (animate), put s.o. down, talk to s.o., hide s.o.
VTA m-stems: lay s.o. down, count/read s.t. (animate), feed s.o., think about s.o.
VTA n-stems: turn s.o. around, touch s.o., stop s.o., pull s.o.
VTA x-stems: visit s.o.
VTA Vw-stems (stems that end in a vowel plus **-w**): go with s.o., have s.o., bring s.o., see s.o.
VTA Cw-stems (stems with contraction): cut s.t. (animate) down, burn s.t. (animate), shut s.o. in
VTA aw-stems: find s.o., look at s.o., listen to s.o.

Delaware Imperative Verb Charts

Codes

1	first-person singular	3	third-person singular	0	inanimate singular
2	second-person singular	3p	third-person plural	0p	inanimate plural
1p	first-person exclusive plural	3'	animate obviative	X	indefinite subject
21	first-person inclusive plural				
2p	second-person plural				

1. Animate intransitive

Mode: _____ **Sample Stem:** _____

Subject

2 .....

2p .....

21 .....

2. Transitive inanimate

Mode: _____ **Sample Stem:** _____

Object 0/0p

Subject

2 .....

2p .....

Object 0/0p

Subject

21 .....

3. Transitive animate

Mode: _____ Sample Stem: _____

Object	3/3p
Subject	
2	.....
2p	.....
21	.....

Object	1	1p
Subject		
2	.....	.....
2p	.....	.....

Delaware Independent Verb Charts

Codes

1	first-person singular	3	third-person singular	0	inanimate singular
2	second-person singular	3p	third-person plural	0p	inanimate plural
1p	first-person exclusive plural	3'	animate obviative	X	indefinite subject
21	first-person inclusive plural				
2p	second-person plural				

1. Animate intransitive

Mode: _____ **Sample Stem:** _____

Subject

1 .....

2 .....

1p .....

21 .....

2p .....

3 .....

3p .....

X .....

2. Inanimate intransitive

Mode: _____ **Sample Stem:** _____

Subject

0 .....

0p .....

3. Transitive inanimate

Mode: _____ Sample Stem: _____

Object / Subject	0	0p
1		
2		
1p		
21		
2p		
3		
3p		

4. Transitive animate

Mode: _____ Sample Stem: _____

Direct

Object / Subject	3	3p
1		
2		
1p		
21		
2p		

Object / Subject	3'
3	
3p	

Inverse

Subject	3	3p
Object		
1		
2		
1p		
21		
2p		

Subject	3'
Object	
3	
3p	

Me-object

Object	1	1p
Subject		
2		
2p		

You-object

Subject	1	1p
Object		
2		
2p		

Indefinite subject

Subject	X
Object	
1	
2	
1p	
21	
2p	
3	
3p	

Inanimate subject

Subject	0	0p
Object		
1		
2		
1p		
21		
2p		
3		
3p		
3'		

Delaware Conjunct Verb Charts

Codes

1	first-person singular	3	third-person singular	0	inanimate singular
2	second-person singular	3p	third-person plural	0p	inanimate plural
1p	first-person exclusive plural	3'	animate obviative	X	indefinite subject
21	first-person inclusive plural				
2p	second-person plural				

1. Animate intransitive

Mode: _____ **Sample Stem:** _____

Subject

1 .....

2 .....

1p .....

21 .....

2p .....

3 .....

3p .....

X .....

2. Inanimate intransitive

Mode: _____ **Sample Stem:** _____

Subject

0 .....

0p .....

3. Transitive inanimate

Mode: _____ Sample Stem: _____

Object	0/0p
Subject	
1	
2	
1p	
21	
2p	
3	
3p	

4. Transitive animate

Mode: _____ Sample Stem: _____

Direct

Object	3/3p
Subject	
1	
2	
1p	
21	
2p	

Object	3'
Subject	
3	
3p	

Inverse

Subject	3/3p
Object	
2	
1p	
21	
2p	

Subject	3'
Object	
3	
3p	

Me-object

Object	1	1p
Subject		
2		
3		
2p		
3p		

You-object

Subject	1	1p
Object		
2		
2p		

Indefinite subject

Subject	X
Object	
1	
2	
1p	
21	
2p	
3	
3p	

Inanimate subject

Subject	0/0p
Object	
1	
2	
1p	
21	
2p	
3	
3p	

Appendix B
Delaware Orthographies

The Delaware orthography used in this resource guide – system 1 below – is the preferred practical system. It is based on system 2, which is described in Goddard's *Delaware Verbal Morphology*.[1] The major difference between the two systems is in the writing of the predictable variants of the sounds *p, t, ch, k, s,* and *sh*, which occur after *m* and *n* as *b, d, j, g, z,* and *zh* in system 1. System 2 does not make this distinction. In addition, system 1 uses the letter *u*, for convenience, rather than the symbol *ə*, which is used in system 2.

System 1	System 2
aa	ā, a·
a	a
ee	ē, e·
e	e
ii	ī, i·
i	i
oo	ō, o·
o	o
u	ə
p, b	p
t, d	t
ch, j	č
k, g	k
s, z	s
sh, zh	š
x	x
h	h

System 1	System 2
m	m
n	n
l	l
w	w
y	y

1. Ives Goddard, *Delaware Verbal Morphology: A Descriptive and Comparative Study* (New York: Garland Publishing, 1979), pp. 11–28.

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